



English Learner Evaluation Tool

2018 Curricular Materials Review

WIDA Prime V2 Inventory¹

PUBLISHER INFORMATION

- Publisher Name:
- Title:
- ISBN #:
- Author:
- Copyright:
- Tools of Instruction included in this review:
- Intended Teacher Audiences:
- Intended Student Audiences:
- Language domains addressed in material:
- WIDA Language Development Standards addressed: (e.g. Language of Mathematics)

¹ [WIDA Prime V2 Inventory](#)

- WIDA Language Proficiency Levels included:
- Most Recently Published Edition or Website:
- In the space below explain the focus or intended use of the materials:

INSTRUCTIONS:

Publishing Company:

- Complete the course evaluation form below. Please provide written justification as to how the material meets the standard along with location references. If a justification requires additional space, please submit response on an additional document.

Review Team Member:

- Please use information and attachments to complete the course evaluation form.
- Explain any discrepancies between your findings and those provided information. Explanations and comments should directly reflect the rubric.
- Further, explain any findings.

Scoring:

- 0 = No Alignment– Not Evident: content as described in the Standards is not evident.
- .5 = Partial Alignment- Partially Evident: content as described in the Standards is partially evident and there are few gaps.
- 1 = High Alignment – Clearly Evident: content is fully aligned as described in the Standards and repeatedly included to guarantee extensive opportunities for students to work with the content. Alignment is clearly evident.
- N/A = Not applicable for standard.

INTRODUCTION

The Protocol for Review of Instructional Materials (PRIME) is a tool to assist publishers and educators in analyzing their materials for the presence of key components of the WIDA Standards Framework.

The WIDA PRIME V2 correlation process identifies how the components of the 2012 Amplification of the English Language Development Standards, Kindergarten through Grade 12, are represented in instructional materials. These materials may include core and supplemental texts, websites and software (e.g., apps, computer programs), and other ancillary materials. WIDA PRIME V2 is not an evaluative tool that judges the effectiveness of published materials.

Primary Purposes

- To assist educators in making informed decisions about selecting instructional materials for language education programs
- To inform publishers and correlators on the various components of the WIDA Standards Framework and of their applicability to the development of instructional materials

Primary Audience

- Publishers and correlators responsible for ensuring their instructional materials address language development as defined by the WIDA English Language Development Standards
- District administrators, instructional coaches, and teacher educators responsible for selecting instructional materials inclusive of or targeted to language learners

WIDA has a unique perspective on how to conceptualize and use language development standards. WIDA and the Idaho State Department of Education (SDE) welcome the opportunity to work with both publishers and educators. We hope that in using this inventory, publishers and educators will gain a keener insight into the facets involved in the language development of language learners.

Idaho's English Language Development Standards

Idaho has adopted the 2012 WIDA English Language Development (ELD) Standards. For more information about the WIDA ELD Standards, please visit the WIDA website at www.wida.us and view the ELD Standards booklet at <https://www.wida.us/get.aspx?id=540>.

English Language Development Standards

| Standard | Standard Description | Abbreviation |
|---|--|-----------------------------------|
| English Language Development Standard 1 | English language learners communicate for Social and Instructional purposes within the school setting | Social and Instructional language |
| English Language Development Standard 2 | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts | The language of Language Arts |
| English Language Development Standard 3 | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics | The language of Mathematics |
| English Language Development Standard 4 | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science | The language of Science |
| English Language Development Standard 5 | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies | The language of Social Studies |

WIDA PRIME V2 INVENTORY

Asset-Based Philosophy

Representation of Student Assets and Contributions

The WIDA Standards Framework is grounded in an asset-based view of students and the resources and experiences they bring to the classroom, which is the basis for WIDA's Can Do Philosophy.

| Considerations | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. | Rating (Reviewer Only): |
|---|---|--------------------------------|
| 1. Are the student assets and contributions considered in the materials? | | |
| 2. Are the student assets and contributions systematically considered throughout the materials? | | |

Academic Language

WIDA believes that developing language entails much more than learning words. WIDA organizes academic language into three dimensions: discourse, sentence, and word/phrase dimensions situated in sociocultural contexts. Instructional material developers are encouraged to think of how the design of the materials can reflect academic language as multi-dimensional.

Discourse Dimension:

(e.g., amount, structure, density, organization, cohesion, variety of speech/written text)

| Considerations | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. | Rating (Reviewer Only): |
|--|--|-------------------------|
| 1. Do the materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels? | | |
| 2. Are the language features at the discourse dimension addressed systematically throughout the materials? | | |

Sentence Dimension:

(e.g., types, variety of grammatical structures, formulaic and idiomatic expressions; conventions)

| Considerations | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. | Rating (Reviewer Only): |
|---|--|-------------------------|
| 1. Do the materials address language features at the sentence dimension for all of the identified proficiency levels? | | |

| Considerations | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. | Rating (Reviewer Only): |
|---|---|--------------------------------|
| 2. Are the language features at the sentence dimension appropriate for the identified proficiency levels? | | |
| 3. Are the language features at the sentence dimension addressed systematically throughout the materials? | | |

Word/Phrase Dimension:

(e.g., multiple meanings of words, general, specific, and technical language)

| Considerations | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. | Rating (Reviewer Only): |
|--|---|--------------------------------|
| 1. Do the materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels? | | |
| 2. Are words, expressions, and phrases represented in context? | | |
| 3. Is the general, specific, and technical language appropriate for the targeted proficiency levels? | | |

| Considerations | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. | Rating (Reviewer Only): |
|--|--|-------------------------|
| 4. Is the general, specific, and technical language systematically presented throughout the materials? | | |

Performance Definitions

The WIDA Performance Definitions define the WIDA levels of language proficiency in terms of the three dimensions of academic language described above (discourse, sentence, word/phrase) and across six levels of language development.

Representation of Levels of Language Proficiency

| Considerations | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. | Rating (Reviewer Only): |
|--|--|-------------------------|
| 1. Do the materials differentiate between the language proficiency levels? | | |
| 2. Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels? | | |
| 3. Is differentiation of language systematically addressed throughout the materials? | | |

Representation of Language Domains

WIDA defines language through expressive (speaking and writing) and receptive (reading and listening) domains situated in various sociocultural contexts.

| Considerations | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. | Rating (Reviewer Only): |
|--|---|--------------------------------|
| 1. Are the language domains (listening, speaking, reading, and writing) targeted in the materials? | | |
| 2. Are the targeted language domains presented within the context of language proficiency levels? | | |
| 3. Are the targeted language domains systematically integrated throughout the materials? | | |

The Strands of Model Performance Indicators and the Standards Matrices

The Strands of Model Performance Indicators (MPIs) provide sample representations of how language is processed or produced within particular disciplines and learning contexts. WIDA has five language development standards representing language in the following areas: Social and Instructional Language, The Language of Language Arts, The Language of Mathematics, The Language of Science, The Language of Social Studies as well as complementary strands including The Language of Music and Performing Arts, The Language of Humanities, The Language of Visual Arts.

The Standards Matrices are organized by standard, grade level, and domain (Listening, Speaking, Reading, and Writing). The standards matrices make an explicit connection to state academic content standards and include an example for language use. Each MPI includes a uniform cognitive function (adopted from Bloom's taxonomy) which represents how educators can maintain the cognitive demand of an activity while differentiating for language. Each MPI provides examples of what students can reasonably be expected to do with language using various supports.

Connection to State Content Standards and WIDA Language Development Standards

| Considerations | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. | Rating (Reviewer Only): |
|--|---|--------------------------------|
| 1. Do the materials connect the language development standards to the state academic content standards? | | |
| 2. Are the academic content standards systematically represented throughout the materials? | | |
| 3. Are social and instructional language and one or more of the remaining WIDA Standards present in the materials? | | |

Cognitive Challenge for All Learners at All Levels of Language Proficiency

| Considerations | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. | Rating (Reviewer Only): |
|--|---|--------------------------------|
| 1. Do materials present an opportunity for language learners to engage in various cognitive functions (higher order thinking skills from Bloom’s taxonomy) regardless of their language level? | | |

| Considerations | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. | Rating (Reviewer Only): |
|---|---|--------------------------------|
| 2. Are opportunities for engaging in higher order thinking systematically addressed in the materials? | | |

Supports for Various Levels of Language Proficiency

| Considerations | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. | Rating (Reviewer Only): |
|---|---|--------------------------------|
| 1. Do the materials provide scaffolding supports for students to advance within a proficiency level? | | |
| 2. Do the materials provide scaffolding supports for students to progress from one proficiency level to the next? | | |
| 3. Are scaffolding supports presented systematically throughout the materials? | | |

Accessibility to Grade Level Content

| Considerations | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. | Rating (Reviewer Only): |
|--|--|-------------------------|
| 1. Is linguistically and developmentally appropriate grade-level content present in the materials? | | |
| 2. Is grade-level content accessible for the targeted levels of language proficiency? | | |
| 3. Is the grade-level content systematically presented throughout the materials? | | |

Strands of Model Performance Indicators

| Considerations | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. | Rating (Reviewer Only): |
|---|--|-------------------------|
| 1. Do materials include a range of language functions? | | |
| 2. Are the language functions incorporated into a communicative goal or activity? | | |

| Considerations | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. | Rating (Reviewer Only): |
|---|--|-------------------------|
| 3. Do the language functions support the progression of language development? | | |

INDICATORS OF QUALITY RUBRIC:

Literacy Connections Across All Content Areas:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. | Rating (Reviewer Only): |
|--|--|-------------------------|
| 1. Students will build knowledge and academic language through content rich, complex nonfiction texts. | | |
| 2. Students will participate in Reading/Writing/Speaking that is grounded in evidence from the text, across the curriculum. | | |
| 3. Students will use digital resources strategically to conduct research and create and present material in oral and written form. | | |

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. | Rating (Reviewer Only): |
|---|--|-------------------------|
| 4. Students will collaborate effectively for a variety of purposes while also building independent literacy skills. | | |

Equity:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. | Rating (Reviewer Only): |
|---|--|-------------------------|
| <p>1. Materials are free from bias in their portrayal of ethnic groups, gender, age, disabilities, culture, religion, etc., and contain accommodations for multiple learning styles, students with exceptionalities, English Language Learners, and cultural differences.</p> <ul style="list-style-type: none"> • Multicultural representation • Free from bias • Designed for use in planning and implementation of differentiated instruction addressing multiple learning styles and the needs of Talented and Gifted (TAG), English Language Learners (ELL) and Special Education | | |

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. | Rating (Reviewer Only): |
|--|--|-------------------------|
| <p>(SPED) students.</p> <ul style="list-style-type: none"> The material provides a balanced representation of points of view regarding issues such as race, gender, religion, environment, business, industry, political orientation, careers and career choices. | | |
| <p>2. The material offers texts representing a wide array of cultures and experiences, allowing students opportunities to learn about situations similar to and different from their own personal experiences.</p> | | |

Accessibility:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. | Rating (Reviewer Only): |
|--|--|-------------------------|
| <p>1. Accessible Education Materials (AEM): Print- and technology-based educational materials, including printed and electronic textbooks and related core materials that are designed or converted in a way that makes them usable across the widest range of student variability</p> | | |

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. | Rating (Reviewer Only): |
|---|--|-------------------------|
| regardless of format (print, digital, graphical, audio, video). | | |

Student Focus:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. | Rating (Reviewer Only): |
|--|--|-------------------------|
| 1. The material supports the sequential and cumulative development of foundational skills. Those skills are necessary for a student’s independent comprehension of grade-level complex texts and mastery of tasks called for by the standards. | | |
| 2. The material provides many and varied opportunities for students to work with each standard within the grade level. | | |
| 3. The material reflects the progression of the strands and how they build within and across the grades in a logical way. This enables students to develop and demonstrate their | | |

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. | Rating (Reviewer Only): |
|---|--|-------------------------|
| independent capacity to read and write at the appropriate level of complexity and sophistication indicated by the standards. | | |
| 4. The material engages the reader, i.e., does it correspond with age appropriate interests? | | |
| 5. The material cross-refers and integrates with other subjects in related areas of the curriculum. | | |
| 6. The material includes strategies and textual content that are grade appropriate. | | |
| 7. The material has a balance of text types and lengths that encourage close, in-depth reading and rereading, analysis, comparison, and synthesis of texts. | | |
| 8. The material includes sufficient supplementary activities or assignments that are appropriately integrated into the text. | | |

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. | Rating (Reviewer Only): |
|--|--|-------------------------|
| 9. The material has activities and assignments that develop problem-solving skills and foster synthesis and inquiry at both an individual and group level. | | |
| 10. The material has activities and assignments that reflect varied learning styles of students. | | |
| 11. The material includes appropriate instructional strategies. | | |

Pedagogical Approach:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. | Rating (Reviewer Only): |
|---|--|-------------------------|
| 1. The material offers strategies for teachers to meet the needs of a range of learners, including advanced students and those requiring remediation. | | |

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. | Rating (Reviewer Only): |
|---|--|-------------------------|
| <p>2. The material provides suggestions for scaffolding that support the comprehension of grade-level text without replacing students' opportunities for full and regular encounters with grade-level complex texts. Removing the scaffolding over the course of the materials is encouraged.</p> | | |
| <p>3. The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text.</p> | | |
| <p>4. The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand.</p> | | |
| <p>5. The material assesses students at a variety of knowledge levels (e.g., recall, inferencing/analyzing, reasoning, problem solving) centered on grade-level texts that are clearly aligned and measureable against the expectations of the ICS.</p> | | |

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. | Rating (Reviewer Only): |
|---|--|-------------------------|
| <p>6. The material offers ongoing, easily implemented, and varied assessments.</p> <ul style="list-style-type: none"> Assessments should clearly denote which standards are being emphasized. They should also include aligned rubrics and scoring guidelines that provide sufficient guidance to teachers for interpreting student performance and suggestions for follow-up. | | |

Presentation and Design:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. | Rating (Reviewer Only): |
|---|--|-------------------------|
| <p>1. The material has an aesthetically appealing appearance (attractive, inviting).</p> | | |
| <p>2. Layout is consistent, clear, and understandable.</p> <ul style="list-style-type: none"> The material has headings and sub-headings that make it easy to navigate through the book. Chapters are logically arranged. | | |

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. | Rating (Reviewer Only): |
|--|--|-------------------------|
| <ul style="list-style-type: none"> • Text provides a useful table of contents, glossary, and index. • Text contains references, bibliography, and resources. | | |
| 3. The material uses a language/reading level suitable for the intended readers. | | |
| 4. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size. | | |
| 5. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving. | | |
| 6. Non-text content (performance clips, images, maps, globes, graphs, pictures, charts, databases, and models) are accurate and well integrated into the text. | | |

Technology:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. | Rating (Reviewer Only): |
|---|---|--------------------------------|
| 1. The material includes or references technology that provides teachers with additional tasks for students. | | |
| 2. The material includes guidance for the mindful use of embedded technology to support and enhance student learning. | | |
| 3. The material has “platform neutral” technology (i.e., will run on Windows or other platforms) and availability for networking. | | |
| 4. The material has a user-friendly and interactive interface allowing the user to control (shift among activities). | | |

For Questions Contact

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